DOCUMENT RESUME

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TITLE	Star Power: Providing for the Gifted and Talented. Description of Teacher Inservice Education Materials.
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ABSTRACT

As a description of a self-instructional module course designed to improve educators' knowledge and skill in instructing gifted and talented children, information is provided concerning the purposes, goals, and objectives of the course, the scope and sequencing of the course modules, the activities and resources involved in the effective use of the course, and a means of evaluation of the educators' progress through the course material. Ordering information, costs, a brief history of the development of the course, and a descriptive critique are also included. (LH)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: STAR POWER: Providing for the Gifted and Talented

Publication Date(s): 1978-1979

Intended Users: Teachers, administrators, counselors, librarians and other educators

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): K-12

Number: Individual or group

Primary Focus: In ten self-instructional modules, the program builds educators' knowledge and skills in teaching the gifted and talented (G/T).

School subject(s) and/or inservice topic(s) covered:

Identification of the gifted and talented; G/T special needs; theories of creativity and intelligence (as they apply to G/T children); education of handicapped G/T students; enrichment and instructional activities for G/T students: these are the major inservice topics covered in the program.

What participant does in using the materials:

The modules are designed to be self-paced and self-directed. They may be used for individual study or as the basis for group workshops. Each module has a similar structure, which includes reading assignments, task-oriented activities and self-assessment.

Resources:

The entire Star Power series includes ten self-instructional modules (soft-cover booklets), one Leader's Resource Guide and twelve curriculum handbooks.

Describer critique:

This is an excellent series, one that is sure to enlighten even those who thought they knew all they needed to know about educating the gifted and talented. The developers' claim-that the series is intended as an "introduction" to the study of gifted education-seems to underestimate the materials. They are quite sophisticated, and at times, rather complex.

SP 014556

1.0 PURPOSES:

RATIONALE

Each of the ten series modules has its own rationle, which is intended to help the participant "establish a frame of reference" for the module. The underlying motive for development of the entire series is to help educators meet the needs of gifted and talented students because, as the developers note, "Despite the difficulties of recognition, this part of the school population must be sought out if we truly believe in the worth of each individual. Furthermore, current federal and state education policies require us to find those who are gifted/talented."

GOALS AND OBJECTIVES

Each module states a specific learning goal and identifies enabling objectives. The goals and objectives for Module I are given below as an example:

Goals: To recognize a variety of gifts besides academic/intellectual abilities and to gain an understanding of what gifted/talented students are like.

Enabling Objectives:

After completing this part of the module, participants will be able to:

1. Identify and correct misconceptions (myths commonly associated with giftedness).
2. List the six areas of talent currently included in federal/state definitions.
3. Identify a cluster of specific physical, personal, and mental traits of gifted/talented students.
4. Recognize negative evidence of these traits which frequently lead to misunderstanding of giftedness, causing it to be overlooked or misinterpreted.

2.0 CONTENT — Scope and Sequencing of Topics:

Star Power: Providing for the Gifted and Talented, consists of ten modules:

Module I:	Characteristics of the Gifted/Talented
Module II:	Needs of the Gifted/Talented
Module III:	Application of Theories of Intelligence to the Gifted/Talented
Module IV:	Application of Theories of Creativity to the Gifted/Talented
Module V:	Enrichment Activities for the Gifted/Talented
Module VI:	Underachievers Among the Gifted/Talented
Module VII:	Gifted and Talented Students Among the Disabled (Handicapped)
Module VIII:	Gifted and Talented Students Among Other Educationally Disadvantaged Groups
Module IX:	Programs for the Gifted/Talented
Module X:	Guidance and Counseling for the Gifted/Talented

Other program inclusions are the Leader's Resource Guide, (available August, 1979) which "provides an overview of the modules for educators who would like to identify Star Power activities that are appropriate for training sessions;" and twelve teacher resource curriculum handbooks "which contain model units of study for gifted students in language arts, social studies, math, and science on the elementary, junior high, and high school level. "A sound filmstrip (with cassette tape) titled, "Mental Blocks" accompanies Module IV.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Each module has the same procedure, which, abbreviated, asks participants to: read goals, objectives and rationale; do a preassessment and evaluate it (scoring responses if desired); select appropriate activities from those suggested; complete activities; do a post-assessment and evaluate it; decide whether to spend more time on the module, or to move on to the next one.

3.2 Help given in use of product:

A Leader's Resource Guide (available August, 1979) for Star Power is designed to assist a leader/instructor in setting-up an inservice training program using the materials. Twelve resource books (also available in August, 1979) are designed for teachers who want to implement G/T curriculum in their classrooms.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Pre-assessments and post-assessments are part of the design of each module. They are intended to help participants determine how successful they are in achieving module goals.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Each module is self-contained, and so may be used alone or in conjunction with the other modules. There are no extra organizational efforts required of the program users, unless, of course, the materials are used as a basis of a group inservice training program. A filmstrip accompanies Module IV, so a filmstrip projector and cassette player will be needed.

5.2 Distributor name/address:

Education Service Center, Region XIII
7703 N. Lamar Blvd.
Austin, TX 78752

512-458-9131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
Star Power	$75.00/set, or	No	1 per person (or share)	Yes
Module I	$10.00			
II	8.00			
III	8.00			
IV (includes sound/filmstrip)	8.00			
V	10.00			
VI	6.00			
VII	8.00			
VIII	8.00			
IX	10.00			
X	10.00			

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The program was developed at the Educational Service Center, Region XIII. The Center endeavors to, "upgrade the skills of school personnel in coping with a variety of problems." The project developers were: Dr. Joe Parks, Executive Director; Donray Hafner, Director, Instructional Services Division; Laura Williams, Coordinator, Curriculum and Instruction; Jackie Mallis, Project Manager and Co-Author. Many educational consultants are also credited with contributions in the program acknowledgments.

6.2 How developed and when:

The series is based on the "findings of current research on the giftedness and successful educational programs for gifted and talented students around the nation." The materials were produced at the Education Service Center, Austin, Texas, and were extensively reviewed, critiqued, pilot-and field-tested.

6.3 Evidence of effectiveness with users:

The modules were pilot-and field-tested in eight independent school districts, and were revised on the basis of these tests. Thirty-five mothers, "members of different parent associations for the gifted and talented," also participated in the field-tests.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The program content and suggested activities seem very appropriate to the identified learning goals. The material is adaptable in the sense that it can be used for independent study, for small workshops or for larger inservice training programs. The technical quality of the booklets is very good, and the filmstrip which accompanies Module IV is well-presented.

Content accuracy/social fairness/community acceptance issues:

The developers' statement, "Despite the difficulties of recognition, this part of the school population must be sought out if we truly believe in the worth of each individual," conveys the sense of social fairness evident in this program. Two modules, which deal with gifted and talented students among the handicapped and among the educationally disadvantaged, further endorse the social concern of the developers.

Overall summary/comment:

This series promises to teach those who use it something they didn't know about understanding and serving the needs of gifted and talented students. The modules are interesting, stimulating, and enriching. The self-instructional nature of the series allows users to choose their own activities and assess their own ability at serving G/T students. This is a fine program for teachers, administrators, even parents.

TR - 6/79